Doctorate of Education [D.Ed.] in Educational Leadership

Fall 2011

College of Education
Department of Educational Methodology, Policy, and Leadership

UNIVERSITY OF OREGON
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Application Instructions, Program Description, and New Student Information for Doctoral Programs

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Department of Educational Methodology, Policy, and Leadership

See: EMPL Programs
http://education.uoregon.edu/empl

The Department of Educational Methodology, Policy, and Leadership (EMPL) is one of several departments within the College of Education at the University of Oregon. EMPL offers two doctoral degree programs; the Doctorate of Education (D.Ed.) program and the Doctorate of Philosophy (Ph.D.) program. Both the D.Ed. and the Ph.D. programs lead to a degree in educational leadership. To understand and affect the processes of change requires different perspectives and skills. Therefore, the knowledge base supporting the D.Ed. and the Ph.D. are different. To allow for this differential focus and provide a rich learning environment, students from both degree paths take some courses together.

The Ph.D. program develops expertise in educational research and is intended for individuals who wish to pursue careers as researchers in various types of educational organizations or as professors of education with a specialization in research. This document does not provide information about the Ph.D. program; however, a detailed description of the program and application information can be found in the Ph.D. Program Manual.

The D.Ed. program develops expertise in professional practice and is intended for individuals who wish to pursue careers as administrators, staff developers, curriculum specialists, or professors of education. Detailed program description and application information follows.

Educational Methodology, Policy, and Leadership is committed to ensuring that graduates acquire at least three fundamental abilities: (a) technical knowledge of systems operations, (b) conceptual perspectives for interpretation, and (c) human interactions for implementation. EMPL is positioned in its programmatic offerings and faculty expertise to lead the change process through new areas of inquiry and field-based practice.
Program Description - Doctorate of Education (D.Ed.)

The goal of Educational Methodology, Policy, and Leadership is to develop effective, highly-regarded, and influential leaders in educational practice, policy, and scholarship. The Doctorate of Education (D.Ed.) program focuses on the processes by which educational outcomes and systems change are measured and how Pre-K-12 educational improvement can be diagnosed, prescribed, and managed.

The purpose of the Doctorate of Education (D.Ed.) degree in Educational Leadership (EDLD) is to provide practicing educational professionals with an advanced graduate degree that emphasizes leadership development, oral and written communication, and understanding of educational assessment and research. The D.Ed. is the highest degree offered to those interested in developing practice-oriented expertise. The program's curriculum content, sequence, and proficiency requirements are tailored to develop advanced leadership capabilities that enable individuals to lead school districts and buildings in making decisions and implementing programs grounded in evidenced-based practices. The D.Ed. provides meaningful learning opportunities and experiences that enable graduates to:

- Improve student learning performance and progress
- Improve effectiveness of professional practice
- Enhance school building/district capacity and capabilities
- Cultivate and sustain professional communities of practice
- Advance professional knowledge and analytical expertise

The remainder of this document provides details of the D.Ed. degree program offered in EDLD, including faculty areas of emphasis, required coursework, comprehensive examination portfolio requirements and procedures, and the dissertation process.

The Doctorate of Education program is designed to address the growing need of education professionals to acquire the knowledge and skills necessary to lead school systems in today's data-driven, change-oriented environment. The D.Ed. program follows current recommendations from the University Council for Educational Administration, the Carnegie Foundation for the Advancement of Teaching, and the Education Schools Project\(^1\) to craft a degree distinctly different from the Ph.D., in how educational research is used and studied, also in specific degree requirements.

The orientation of this degree program is toward problems of practice. The degree is designed for working professionals who can initiate reforms in current educational settings. This degree can be aligned with an administrative license program, anchoring its content to case-based problems in the field.

The program is organized around a set of competencies presented in a sequential curriculum that enables students to build the knowledge, skills, and expertise necessary to complete the dissertation successfully, and to function as effective educational leaders. The program fully integrates high-quality educational research and effective research methodologies applicable

to the field of practice. Upon completion of their doctoral program coursework, graduates can employ critical theoretical frameworks, appropriate methodological approaches, and reflective analysis at an expert level.

**Program Design**
The D.Ed. program acknowledges the competing priorities faced daily by practicing Pre-K-16 professional educators. It is organized around a cohort model designed to create a culture of community for sustaining students' continuous progress toward degree completion. The program provides concurrent on-campus and off-campus course delivery in a structure that is both family and job-friendly, one that adapts to the realities of working educational professionals. The program utilizes the classroom and the workplace to both enhance and practice course content.

**Program Emphases**
The D.Ed. program focuses on several dimensions of leadership in Pre-K-16 educational systems: (a) measurement and analysis of educational outcomes to enact accountability, (b) development of policies to guide programs, (c) creation of organizational structures and functions to facilitate change. The goal is to develop leaders who can apply in practice methodological and analytical skills to improve educational performance.

The D.Ed. has five intellectual foundations upon which both of the doctoral degree programs are based:

1. Educational Research Methods
2. Learning Accountability and Educational Outcomes
3. Measurement and Instrument Development
4. Policy and Organizations
5. Leadership Development

These foundations broadly encompass faculty research and teaching to provide graduate students a rigorous and relevant educational experience through coursework and dissertation requirements.

**Program Structure**

**Learning Communities**
The D.Ed. program uses a cohort model in which students take a prescribed set of courses taken in an intentionally sequential order. The cohort structure provides students a forum for exploring and developing a dissertation topic, a process that begins in the first academic term of the program through the professional writing course and continues through the final term in which a dissertation is completed. In the intervening terms, the dissertation topic is continually refined and enhanced, both conceptually and methodologically.

In addition to being cohort-based, the D.Ed. utilizes distributed education to reach practicing professionals throughout the state of Oregon. Courses are scheduled in the late afternoons and occasionally on weekends. State-of-the-art video-conferencing equipment allows distant students to telecommute to campus via a campus videoconference facility. Specific
instructional pedagogy is used to ensure far end students participate and interact with instructors and fellow students. In addition, instructors periodically travel to distant sites to teach and meet with students.

Learning Experience
The D.Ed. experience is designed to cultivate high-level skills, knowledge, and habits of mind, challenging students to develop their intellectual capabilities fully. The program includes collaboration, rigorous intellectual challenge, and a high-quality, supportive learning environment designed to elevate the effectiveness and engagement of professional practice.

EMPL faculty members are directly connected to schools, school districts, and state education agencies both in Oregon and across the nation. Program participants have access to this network for research and apprenticeship opportunities. Faculty involvement in Educational Leadership and Educational Research links student learning to curriculum that directly connected to educational best practices.

Cohort Model
Two groups or cohorts of students are admitted each academic year. The local group is comprised of students from the southern Willamette Valley who attend classes on campus. A Distributed Education group consists of students who reside in and around the Portland metropolitan area. Campus students attend courses on campus, in the College of Education complex or the library. We utilized 2 different sites in the Portland area, the UO White Stag Center, and local schools.

A cohort model provides students with two critical elements throughout their doctoral program: a social group for support; and, support and diversity in studying problems of practice. The social group supports collective and self-directed learning for studying problems of practice. Most courses employ a modified form of problem-based learning to engage students. Rather than bringing structured problems to students, faculty guide students in thinking through problems that students themselves bring from the field. The cohort structure creates a learning community in which students become adept at solving problems of practice with in a context where they both contribute to the solutions and receive feedback on their contributions from peer cohort members. Throughout their coursework, students present and report their work as well as, provide and receive feedback from other students and faculty.

The program focus is on assessment, methodology, policies, leadership, and organizations. Coursework includes a significant methodological emphasis. The program signature is student skill development in research design, measurement development, and rigorous data analysis. Students gain skills in systematic understand that allows them to properly frame problems, and develop appropriate analyses and interpretations.

Distributed Education
The program utilizes state-of-the-art videoconference technology to create opportunities for students to interact with their peers throughout the state without travel time and expense. This approach codifies a variety of students who work in different districts and have varying roles
and responsibilities. This exposure to different professionals working at schools that vary in demographics, location, and external influences allows for a more rich learning while building a diverse and extensive professional network.

Distributed education also requires that students participate in a manner that is different from participation in a traditional classroom. For example, instructors attempt to actively engage students at both ends of the instructional site. Some courses have opportunities for all students to come together at the same location. Lectures are likely to be punctuated with activities that specifically engage students at both instructional sites. In the end, this model enables students to take an active role in the delivery of instruction and to experience engagement across boundary that usually limit instruction delivered in traditional formats.
# General Requirements

## Overview of General Requirements – D.Ed. Program 2011-12

*Subject to Change*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total credits required by Grad School &amp; EMPL</td>
<td>135* (*at least 84 earned after admission to EMPL’s EDLD program)</td>
</tr>
<tr>
<td>Transferable Credits</td>
<td>Up to 51* CR from prior related master’s degree or from other accredited university, which were completed within 15 years of application to this program. Must be pre-approved.</td>
</tr>
<tr>
<td>EDLD 603 Dissertation credits minimum</td>
<td>18 CR <em>after</em> advancement to candidacy</td>
</tr>
<tr>
<td>GRADED courses</td>
<td>50 CR *(See Program Manual for current list of courses required to be taken on a GRADED basis)</td>
</tr>
<tr>
<td>Minimum over all GPA to remain “in good standing”</td>
<td>3.0 (B)</td>
</tr>
<tr>
<td>Time limit for program completion</td>
<td>7 years</td>
</tr>
<tr>
<td>Continuous enrollment minimum graduate credits per term</td>
<td>Students must be registered for a minimum of 3 CR each term, except summer. Students <strong>must</strong> be registered for at least 3 CR the terms before and during graduation.</td>
</tr>
<tr>
<td>UO Residency Requirement</td>
<td>3 <strong>consecutive</strong> full-time (&gt;= 9 CR) Terms</td>
</tr>
<tr>
<td>Post-Bac Full-Time Requirement</td>
<td>9 Full-time terms* <em>(credit for 3 terms MAY be able to be applied from a related M.S. degree or coursework from another university)</em></td>
</tr>
<tr>
<td>Advancement to Candidacy after coursework is complete</td>
<td>Via Portfolio of Competencies &amp; related materials accepted &amp; signed off by advisor on Planned Program. See Program Manual for details.</td>
</tr>
<tr>
<td>Dissertation and Defense</td>
<td>See Grad School website and “Dissertation &amp; Defense Process Checklist for details</td>
</tr>
<tr>
<td>Planned Program signed by advisor &amp; student</td>
<td>First draft by the end of first year of study; updated at the time of advancement to candidacy; then updated again at time of application to graduate.</td>
</tr>
</tbody>
</table>
Policies, Procedures, and Deadlines

Students are expected to familiarize themselves with all University of Oregon, Graduate School, College of Education, and EMPL's policies, procedures, and deadlines. For current information, please visit their websites.

- University of Oregon: www.uoregon.edu
- Registrar: registrar.uoregon.edu
- Graduate School: gradschool.uoregon.edu
- College of Education: education.uoregon.edu
- EMPL Department: education.uoregon.edu/field.htm?id=78

Advising

Advising is an important professional responsibility of faculty in EMPL. Advising focuses on the following critical activities:

- Guiding students through applicable department, college, and graduate school policies and requirements
- Completing and processing required forms for which the advisor is responsible
- Monitoring student progress toward degree completion
- Acting as or assisting student in acquiring an appropriate dissertation committee chair

A faculty advisor will be assigned to each student upon entry into the department. Faculty recommends advisor assignments based on congruence of the applicant’s major professional interests with the faculty. Every effort is made to align student interests to faculty expertise as advisors are assigned. Due to faculty research, sabbaticals, and advising loads, an exact match for every student is not possible. Faculty advisors assist students in determining appropriate dissertation committee members. A current list of Graduate School approval dissertation committee members can be found on our website.

Faculty advisors work with the student to support the completion of degree requirements. The faculty advisor serves as a facilitator to help the student accomplish his or her goals. While students are ultimately responsible for knowing and fulfilling degree requirements, the advisor and departmental staff will monitor the students’ progress toward completing the program, and process necessary paperwork for degree completion. It is the student’s responsibility to contact the advisor for advising appointments, or to engage with the advisor during his or her office hours.

The D.Ed. degree is composed of three broad activities: (1) coursework, (2) a portfolio of academic competencies, and (3) a prospectus and dissertation.
Coursework

The D.Ed. program has a structured sequence of coursework designed for completion in three years. To ensure that students have the opportunity to complete all required evidences, course substitutions are strictly discouraged and considered on individual basis. If a student takes a leave of absence, the student will be required to take the missed course or course sequence during the first year of reinstatement.

Course Sequence

Year 1 in the D.Ed. program focuses on foundational knowledge used as a scaffold future coursework. Year one is designed to solidify student thinking and experience in data, methodology, applications, and interpretations. By the end of Year 1, students have mastered foundational methodological skills required to conduct a high-quality research study. Additionally students have completed a basic literature review examining a topic that may be continued as their dissertation topic. By the end of the first year, students should have a well-defined target area within which they can focus their dissertation.

Year 2 of the D.Ed. program emphasizes acquisition, application, transfer, integration and use of the students’ accumulating research knowledge, and understanding policy and organizational leadership. During Year 2 of the D.Ed. program, students refine their focus on a specific problem of practice and begin conducting a more detailed literature review and research design plan. While students work on early dissertation activities in peer groups, each student is expected to pursue a different aspect of the problem. The EDLD 607 Research Writing course sequence targets more focused and in-depth study preparation on the methods as part of the dissertation study. In addition, this course is used to monitor and ensure portfolio completion, advance students to candidacy, and ensure completion of the dissertation proposal.

During spring term of the second year, students enroll in an EDLD 610 Dissertation Methods Apprenticeship. This course is designed for students to complete their formal proposal and present it to their committee. The course includes face and virtual instruction about components of research management and implementation, and later, on dissertation writing. Students may be asked to attend writing sessions on campus (held on Saturdays).

Year 3 is designed to complete a high-quality dissertation, drawing from skills and knowledge mastered throughout the first 2 program years.

The completion of the process includes a dissertation defense to the student’s committee. These defenses are scheduled on campus and are open to the public. Students may extend completion of the dissertation beyond the third year as needed.

Between years 2 and 3, students are required to officially advance to candidacy. During year 3, students enroll in EDLD 603 Dissertation. Students are expected to either substantially advance or complete their dissertation by the end of spring term of Year 3. Dissertation credits are earned by working one-on-one with students’ dissertation chair and are more similar to a seminar than a traditional coursework.
# Course Sequence – D.Ed. Program 2011-12

Subject to Change

## YEAR 1 – (32-33 Credits)

<table>
<thead>
<tr>
<th>Fall (9)</th>
<th>Winter (9)</th>
<th>Spring (11)</th>
<th>Summer (3-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 659 Prof. Writing (4)</td>
<td>EDLD 610 Measurement &amp; Assessment I (4)</td>
<td>EDLD 621 Equity &amp; Achievement (4)</td>
<td>EDLD 607 Executive Leadership Inst. (3)</td>
</tr>
<tr>
<td>EDUC 614 Ed. Statistics (4)</td>
<td>EDUC 612 Soc. Sci. Research Design (4)</td>
<td>EDLD 610 Research for Practice (4)</td>
<td>-or -</td>
</tr>
<tr>
<td>EDLD 647 Prof. Issues I (1)</td>
<td>EDLD 648 Prof. Issues II (1)</td>
<td>EDLD 649 Prof. Issues III (1)</td>
<td>EDLD 620 Educational Leadership (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDLD 550 Data &amp; Info Retrieval (2)</td>
</tr>
</tbody>
</table>

## YEAR 2 – (36 credits)

<table>
<thead>
<tr>
<th>Fall (9)</th>
<th>Winter (13)</th>
<th>Spring (10)</th>
<th>Summer (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 610 Leading Change (4)</td>
<td>EDLD 644 Learning Organizations (4)</td>
<td>EDLD 641 Standards and Accountability Systems (4)</td>
<td>EDLD 610 Info Tech for Curriculum Design (4)</td>
</tr>
<tr>
<td>EDLD 683 State &amp; Local Policy (4)</td>
<td>EDLD 655 Analysis of Teaching-Learning (4)</td>
<td>EDLD 610 Dissertation Methods Apprenticeship (4)</td>
<td></td>
</tr>
<tr>
<td>EDLD 607 Research Writing I (1)</td>
<td>EDLD 607 Research Writing II (1)</td>
<td>EDLD 607 Research Writing III (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDLD 638 Adv. School Law (4)</td>
</tr>
</tbody>
</table>

## YEAR 3 – (18 credits)

<table>
<thead>
<tr>
<th>Fall (9)</th>
<th>Winter (3)</th>
<th>Spring (6)</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 603 Dissertation (9)</td>
<td>EDLD 603 Dissertation (3)</td>
<td>EDLD 603 Dissertation (6)</td>
<td>EDLD 603 Dissertation (variable credits/OPT)</td>
</tr>
</tbody>
</table>

### Subject to Change
Courses
Course numbers, descriptions, credits, and outcomes are subject to change.

EMPL Course Syllabi
Sample syllabi from previous terms are available on-line for reference, at:
http://education.uoregon.edu/feature.htm?id=499

UO Course Catalog
http://uocatalog.uoregon.edu/education/education

UO Class Schedule
http://classes.uoregon.edu/

Graded Courses Policy

The following courses must be taken GRADED (no P/N option): (course numbers (particularly those with temporary number *607, 610) are subject to change)

Because many of these courses are open to student outside of the department who need to take these courses on a P/NP basis, the courses are set up as OPTIONAL grading. **EMPL STUDENTS MUST BE SURE TO CHANGE THIS GRADING OPTION TO <GRADED> WHEN REGISTERING FOR COURSES.**

All research and writing courses MUST be taken <GRADED>, including:
- EDLD 603 Dissertation
- EDLD 607 Research Writing I, II, and III
- EDUC 612 Social Science Research Design
- EDUC 614 Ed Statistics
- EDLD 610 Research for Practice
- EDLD 610 Measurement & Assessment I
- EDLD 610 Dissertation Methods Apprenticeship
- EDLD 655 Analysis of Teaching and Learning
- EDLD 659 Professional Writing

All courses that contribute with deliverables that contribute to a student’s Portfolio of Competency MUST be taken <GRADED>, including:
- EDLD 610 Equity and Achievement
- EDLD 644 Learning Organizations
- EDLD 655 Analysis of Teaching and Learning
- EDLD 659 Professional Writing
- EDLD 683 State & Local Policy Development

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2 Graded requirements are only for students matriculated into the EMPL programs. Students from other departments are allowed to take courses pass/no pass.
At least twelve (12) additional credits of other courses that are not open line or dissertation MUST be taken <GRADED>, such as:

- EDLD 610 Measurement and Assessment
- EDLD 620 Educational Leadership
- EDLD 610 Leading Change
- EDLD 641 Standards and Accountability Systems
- EDLD 610 Info Tech for Curriculum Design

Planned Program
In the spring of their first year of study, students meet with their advisor to establish and document their Planned Program. The D.Ed. program follows a prescribed course of study. Fillable planned programs templates are available on the EMPL website. The Planned program is signed by the student and advisor, and then sent to the EMPL Student Services Coordinator. Any changes or updates to this Planned Program must be signed and submitted in the same manner. Upon program completion, a final version of the Planned Program must exactly match the student’s final transcript.

Transfer of Graduate Credits
Up to 51 graduate credits may be transferred but cannot be used to replace the required courses of the first two years. Must be from courses which were completed within 15 years of application to this program.

The process of transferring these credits is done via the Planned Program. Specific courses transferred may not appear on the UO transcript since they were not earned as part of the D.Ed. degree program.

All transfer credits must meet the following criteria, and then be approved by EMPL faculty:

- The institutions from which credits are transferred are accredited
- Courses are taken as graded, rather than pass/no pass
- The credits represent graduate (not undergraduate) credits taken as part of a graduate program and reflect passing grades of B- or higher.
- The courses reflect content that is relevant to the Educational Methodology, Policy, and Leadership degree.
- Practicum, research, reading and conference, Master’s thesis, field experience, or supervision credits will NOT count as transfer credits.
- Educational content courses outside of EMPL (e.g., special education or speech language) are acceptable.
- Non-educational courses with some relevance to education (e.g. psychology or linguistics) are acceptable.
• Non-educational courses with slim relevance to education are not acceptable.
• Courses must have been taken within ten (10) years of admission to this program.

Students submit a list of these courses in a tabular format listing the following: (a) term, (b) year, (c) course title, (d) number of credits, and (e) grade earned. Credits proposed for transfer from multiple schools should be grouped by like-institution. For each institution, the total number of credits should be presented as well as the total across all institutions. To convert semester credits into quarter hours, multiply by 1.5. Transfer credits may only be transferred for purposes of meeting the total credits required for the degree (135 for doctoral programs); they may not be used for waiving required courses in the degree programs.

Portfolio of Competencies

Competency Domains
The D.Ed. is organized around five general competencies, integrated as a function of coursework completion. These competency domains focus on the fundamentals needed to interpret and develop evidence-based programs, apply and evaluate effective interventions in schools at all levels, lead and manage educational systems, understand and analyze policy, and finally, communicate with critical stakeholders. Throughout their coursework, doctoral students acquire foundational knowledge and skills necessary for designing and conducting their dissertation. In the D.Ed. program, students use a collection of evidence assembled in a portfolio to meet the requirements for the comprehensive examination. The contents of the portfolio are generated from class assignments to demonstrate student knowledge and skill in each of the program competency areas.

1. Evidence-Based Programs
   • Read and critically consume research
   • Translate research into practice, decisions, policy
   • Gather and apply empirical evidence in practice
   • Understand how to conduct/supervise field based research

2. Teaching, Learning, & Assessment
   • Knowledge and understanding of classroom and large scale assessment
   • Knowledge and understanding of teaching and learning issues in schools
   • Application of program planning and development

3. Management & Organization
   • Knowledge and understanding of leadership systems and methods
   • Knowledge and understanding to manage educational organizations
   • Personnel management

4. Policy Development & Implementation
   • Policy development, governance, and implementation
   • Knowledge and understanding of school law and ethics
   • Knowledge and understanding of national, state, local policy issues

5. Communication
• Effective oral and written communication with diverse stakeholders
• Knowledge and understanding of diversity issues
• Knowledge and understanding of organizational identity
• Knowledge and understanding of strategic communication

As part of the first two years of study, D.Ed. students compile evidence for an academic portfolio that demonstrates they have successfully mastered the competencies required to advance to the dissertation phase. This portfolio fulfills the Graduate School’s requirements for a comprehensive examination. In general, evidence includes key course assignments specifically designed to document mastery of foundational concepts and other evidence of mastery of skills and knowledge gained in a specialized interest area. Such evidence includes:

• Papers analyzing the impact of educational policy within the context of historical, social, economic and political forces
• Proposals for how to address a complex management issue that situates the problem and its proposed solution within an appropriate literature base and conceptual framework
• Evaluations of published studies that utilize different research methodologies
• Literature reviews tied to the student’s dissertation topic
• Presentations documenting effective communication skills
• Analytic reflections on design, measurement, and analysis-interpretation

Portfolio Items

**Competencies from Year 1: Research Foundations Applied to Practice**
During the first year, students learn about measurement and research methodologies that relate to their potential areas of interest. The research sequence introduces and develops specific methodological skills. The Professional Issues in Education course sequence offers opportunities for students to apply the knowledge and skills to a problem of practice.

• **Literature Review Paper from EDLD 659 Professional Writing.** Students begin their doctoral studies by taking the Professional Writing course, which focuses on technical writing and use of the American Psychological Association (APA) style guide. In this course, students write a paper that is designed to help them focus their doctoral studies. In this initial paper, students critically review the professional literature and synthesize empirical research within a topical area. The paper is submitted to the comprehensive academic portfolio as evidence of research and writing skill.
  (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_ProfWrite.doc)

• **Research Poster Presentation from EDLD 649 Professional Issues in Education III.** By the second term, students develop the technical skills necessary to evaluate research, understand research designs, consider measurement options, and select analytical tools. Students use these foundational research methods to analyze their area of interest from a methodological perspective: identifying variables to control and study, selecting measures to use to document performance or progress, and utilizing analytical tools to make inferences. In Professional Issues in Education III, students
create a poster to present to the cohort (and sometimes EMPL faculty) to fulfill this requirement. This poster presentation may be in person or electronic. (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_RschPoster.doc)

- **Equity Scan from EDLD 621 Equity & Achievement.** The degree program emphasizes validity, which necessarily focuses on decision-making. A critical issue within validity is the consequences (both intended and unintended) that result from interventions and outcomes. In the equity scan, validity is considered from two perspectives: (a) the constructs being studied, and (b) the educational policies being addressed. As part of an equity scan, students submit a paper that considers organizational variables and analyses of policies as well as viewpoints of critical stakeholders. The equity scan done in Equity & Achievement course, presents a conceptual analysis of social and organizational variables. (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_EquityScan.doc)

**Competencies from Year 2: The Practice of Research Foundations**
The second year of the program introduces students to ways of thinking that help them understand problems of practice within a broader context. These include sociological frameworks, policy systems, and organizational considerations of teaching and learning, diversity perspectives, and leadership. Students also take an advanced research and writing sequence which helps them further develop the skills they need to successfully complete their dissertation.

- **Policy Analysis Paper from EDLD 683 State and Local Policy.** A major thread of the doctoral program is the ability to review research studies to determine the strengths and weaknesses of research designs, the sensitivity and appropriateness of measurement systems, the rationale for selection of analytical tools, the validity of conclusions reached, and the overall credibility of the report. These abilities are developed in the research foundations and core content classes through readings, lectures, assignments, and discussions. In all courses, students have frequent opportunities to prepare assignments and make presentations in which they critique studies, reports, and policy recommendations based on research. These assignments contribute to the comprehensive exam portfolio to demonstrate specific competencies. (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_PolAnalysis.doc)

- **Organizational Audit from EDLD 644 Learning Organizations.** The organizational audit is designed to require the student to acquire the declarative and procedural knowledge to conduct a situated conditional analysis of an organizational unit. This analysis requires student to integrate organizational theory, system processes, and organization design principles, structural configurations and communication. Students are required to obtain access to an organizational unit in order to conduct their audit, prepare an audit report, and present their report in class. (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_OrgAudit.doc)
School Improvement Plan with Communication Strategy from EDLD 655 Analysis of Teaching and Learning. Students are expected to develop a plan for school improvement that includes a strategic communication goal. This goal must benefit the target audiences by creating a beneficial exchange. The strategic communication plan evidences a planning process that helps program managers know where to start, how to proceed through a logical program-design process and what types of questions to ask and answer at each of the organizing stages of exchange, segmentation and persuasion. Students submit their communication plan of five cyclical and iterative action research steps: assess, plan, develop and pretest, deliver and monitor, and revise. The last step revises their plan based on their deeper understanding of the problem and audience, and requires adjustments and rethinking. (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_CommPlan.doc)

Updated Professional Résumé/Curriculum Vita. By the final term of their course of study, students will have accumulated significant real-world and academic experience. Students are asked to update their résumé/CV and submit it to the department. (Students email a copy of the final product to Student Services Coordinator as filename: LASTNAME_F_CV.doc)

Submission of Portfolio Items
At the end of each academic year, students email an electronic copy of the individual evidences to the EMPL Department's Student Services Coordinator. Students have until the end of spring term to submit the requisite products. Failure to submit documents in a timely manner can result in a delay in progress toward advancement to candidacy. The advisory committee reserves the right to conduct a secondary review of the portfolio. This review may require the student to revise one or more products or submit additional evidentiary products before advancement to candidacy is granted.

Preparation for Advancement to Candidacy
Advancing to Candidacy is the official transition of status within the Graduate School. This transition grants students approval to begin work on the dissertation phase of their program.

Official advancement to candidacy is contingent upon the student:
• Successfully completing all required coursework and credits with a cumulative GPA of 3.0 or higher, with no outstanding “incompletes.”
• Submission of electronic copies of all portfolio items.
• Submission of an updated Planned Program signed by the student and advisor. This final version must exactly match the current transcript and include all pre-requisites and transfer credits.

The Graduate School notifies students via email when they officially advance to candidacy. Included in this Graduate School email, is a link to a report that shows the OFFICIAL status of the student’s advancement. This report also provides several critical items of information regarding the student’s progress towards completion of required residency and full-time credit requirements, and deadlines for completion of the program. Students are responsible to
monitor this information closely. They should realize that failure to complete these important actions could result in a delayed dissertation defense or graduation.

**Advancement to Candidacy**

After advancing to candidacy, students move from a cohort model to an individualized program in which they establish a committee, propose a dissertation topic and plan, conduct research, write, and defend their dissertation. This phase usually takes at least three terms; throughout which time students need to be continuously enrolled in a minimum of 3 credits.

**EDLD 603 Dissertation.** After official advancement to candidacy, students enroll for at least 3 credits of EDLD 603 Dissertation each term (summers optional). A total of at least 18 credits of EDLD 603 Dissertation must be completed before graduating. Students must be enrolled for at least 3 credits of dissertation the term BEFORE and the TERM OF their dissertation. Transcripts will indicate grades of “incomplete” on these credits until the successful completion of the defense of the dissertation; at which time, they will automatically be changed by the Graduate School, to grades of “Pass.”
Dissertation

Dissertation policies and procedures are subject to change. See website for most current information:

See: Graduate School Thesis and Dissertation Overview:

See: EMPL Department Website for the Dissertation Checklist
http://education.uoregon.edu/feature.htm?id=893

The Doctorate of Education (D.Ed.) program in EMPL dissertation is designed to, (a) engage students in a problem of practice, (b) be consistent with the cohort research methodology choices, (c) use research methods consistent with departmental provided data sets, and (d) be aligned with faculty expertise. The D.Ed. dissertation emphasizes applied research with a focus on regional or local problems. Both the degree program and dissertation emphasize specialized practitioner skills with a focus on applications in the schools and related educational working environments. Several students within each cohort may investigate the same problem of practice, but each student is expected to pursue a unique facet of the problem and conduct his or her own original dissertation project. The following outline presents an overview of what is expected of a dissertation from students earning a D.Ed.

Dissertation Process
Students choose a problem of practice in their first year (as part of the spring Professional Issues III course). A thematic topic of research, relevant data sources, and primary analytic methodology are chosen for each cohort. Example areas for conducting dissertation research include policy analysis on specific practices, assessment methodologies in schools, mathematics or reading program implementation and evaluation, measurement development and use in monitoring students' performance or progress, learning and leadership systems. Students are expected to differentiate aspects of the problem of practice to research a unique component. An important feature of the topic is specificity: Students must propose to study a topic that is sufficiently narrow so that the literature review can be bounded and the outcomes interpreted.

Dissertation Proposal
Please see EMPL Department Website for the Dissertation Proposal Approval form

The dissertation focus should be on a field-based current problem of policy or practice, and designed to affect change rather than merely identify the cause or explain a change. The dissertation is designed to be practice grounded, focusing on problems situated in a real context having relevance for a variety of stakeholders. Therefore, particular emphasis is given to implications and advancements for the field: the design of policy, the effectiveness of practice, and performance-accountability of systems. Practical implications are critical. Each D.Ed. cohort is given a choice of 3-5 topical data sets. These data sets are connected to faculty expertise. Students determine a dissertation topic that aligns with the data sets, applied research methodologies chosen for the cohort. Occasionally, students may pursue a dissertation topic outside of the cohort theme with approval of the program and the appointment and approval of a faculty dissertation advisor for the topic. Students interested in
this option should begin the approval process early in year one, but must have approval of the alternate dissertation data set approved no later than the end of the first year.

A proposal is a 10-15-page paper written in two chapters. The first chapter provides a brief literature synthesis that locates the major concepts and previous research in the area being studied. The second chapter provides a clear description of research methods being proposed (design of the study as well as description of the setting, subjects, interventions, measures, procedures, and data analysis techniques).

Students write chapters 1 and 2 during Research Writing I, II, III during year 2. Students are encouraged to complete a strong, clear dissertation proposal during these courses. During year 2, students are supported in creating their dissertation committee. By the end of Spring term, students should have a proposal meeting set with their committee. Further information about dissertation committee approval is listed below.

Students conduct a meeting of all members of the committee to present their proposal, and obtain their signatures on a “Proposal Approval Form.” (See EMPL website, under FORMS: http://education.uoregon.edu/feature.htm?id=893). Students submit a copy of this signed form to the department Students Services Coordinator directly after the meeting. Once all members have accepted the proposal, the student may then officially begin conducting research.

The proposal is a formal document that provides a thorough analysis of the literature addressing a problem of practice and a specific methodology for resolving some dimension of it. The proposal reflects a substantial expansion of the prospectus. All theses and dissertations must be formatted to conform to the UO Graduate School’s on-line Style and Policy Manual for Theses and Dissertation.

1) Introduction and Literature Review
The literature synthesis is the beginning of the prospectus, students conduct a thorough review of all relevant literature, organizing it in such a way that it is clear to the reader how the different pieces of literature fit together and frame the student’s study. The proposal needs to articulate why the study should be done. Students concentrate on weaving the literature into a coherent structure that can act as a conceptual framework for the study, helping guide the student through the process of structuring the problem and interpreting the findings. The literature cited must be of sufficient depth and breadth, and must include high-quality, empirical work. In the proposal, the constructs and variables need to be identified explicitly.

2) Methodology
Students further develop the methodology by operationalizing the independent and dependent variable so it is clear to a reader unfamiliar with the study what is to be done. Students should also specify the research design and intended methods so it is clear how the study is to be conducted and the data analyzed. Students should thoroughly describe the methodology, as well as the participants, sampling plan (how people or measures are developed and drawn from a universe of possible people or items), and the setting used for the study. Students should explain how they plan to control for reliability and validity of interpretations, as well as potential problems with data analysis. This section must include a timeline for completion of the dissertation.
Once approved, the proposal becomes a compact between the student and the committee, outlining the specific steps the student has committed to follow and the theoretical/conceptual lens through which the student has viewed the study. When committee members sign off on the proposal, they agree that the design is fully ready to implement, and that the student will not be asked to perform any more or any less to satisfy degree completion.

Research
The goal of the D.Ed. program is to develop leaders capable of designing and implementing effective and accountable programs. In the course of study, candidates address various issues in leadership practices, learning systems, and policy development and implementation. Students take courses focusing on content essential for educational leadership and complementary research methods that teach key analytical tools. Students are encouraged to formulate a problem of practice in which they are interested, that is relevant to their current (or future) position, and for which faculty have expertise, experience, and interest.

Research skills emphasized in the program are the keystone for students to complete a high quality dissertation. Students first learn about research designs that can be implemented in the field through a specific set of methods: (a) action research, (b) survey methodologies, (c) case studies, (d) policy analyses, and (e) program evaluation (non-experimental methodologies). Students then become proficient with measurement systems that allow them to describe and scale behavior for individuals or groups. Finally, students become familiar with basic analytic and statistical skills. In this process, the acquired knowledge and skills are used to formulate problems and complete dissertations that are realistic and practical. Students are provided with existing or institution-sponsored data sets.

The sequences serve to integrate the students’ program of research by addressing research methods and writing skills simultaneously.

Dissertation Committee Approval
Within thirty (30) days after official advancement to candidacy by the Graduate School, students must submit a Committee and Proposal Approval form to the department. This form provides the proposed title of the dissertation, a very brief description of the project, a roster of names of people who are qualified and who have agreed to serve on their dissertation committee, and whether or not an Human Subjects Research will be involved. (See EMPL Forms on the department website: http://education.uoregon.edu/feature.htm?id=893).

Qualifications and requirements for who can serve in given roles on any given committee are very specific. Carefully review the policies for the establishment of a committee on the Graduate School’s website at: http://gradschool.uoregon.edu/policies-procedures/doctoral/committee.

Students may email this form with signatures and role titles to the Department Student Services Coordinator, who will submit it to the Graduate School for consideration of approval.

The Graduate School automatically sends an email to each prospective committee member, notifying them of this assignment and confirming their agreement to serve. Until the Graduate School has emailed official approval of the committee to the student and department, the
committee is not official. Students MAY NOT conduct research until this process is complete. Once approved, the dissertation committee Chair becomes the official “Academic Advisor” for the remainder of the student’s studies.

Committees must be established and chairs remain constant for at least six (6) months before a student can defend a dissertation.
Preparing and Defending the Dissertation

Upon successful completion of the Prospectus and Proposal in Phases 1 and 2, the first two chapters of the dissertation should be mostly complete. Only three new documents remain to be written: an Abstract, the Results chapter (Chapter 3), and the Conclusions chapter (Chapter 4). The Graduate School has several additional pages that must be included. Please refer to the Graduate School Style and Policy Manual for Theses and Dissertations: http://gradschool.uoregon.edu/policies-procedures/doctoral for detailed information about components required in all University of Oregon dissertations.

The abstract is written for the Graduate School, and they have very specific requirements about its length, content, formatting, timing, and methodology of submission. Students are expected to graduate during the term of your oral defense. It is critical that students identify and track timelines and deadlines carefully. For current detailed instructions, please see the Graduate School’s website, using the link above.

Dissertation Contents

The D.Ed. Dissertation represents scholarly descriptions and reflections on a problem of practice with an emphasis on application and relevance to applications in the field. The following considerations should be noted in completing the dissertation, using four chapters to structure the scholarly descriptions and reflections.

Chapter 1 – Literature (and Problem Analysis)

This chapter describes the problem of practice and synthesizes the literature relevant to it. The chapter should be structured with a description of a practice or intervention (at some level of application) that has previously been studied: a rationale for studying problem, a review of previous research (more than a simple summary of previous findings), an analysis of assumptions in the literature and the terminology used, and finally, an analysis of the quality of this research.

Practices and interventions are complex, multi-faceted, and based on multiple perspectives that have varying theoretical bases, not all of which are consonant with each other. Often practices are developed with little research basis to vindicate their adoption, or have such broad bases that they span entirely different literature bases. Students need to describe these practices and interventions by clearly highlighting assumptions, appropriate constructs, and relevant conditions. Students should consider the level of application when analyzing interventions, whether it is students, teachers, or systems. When using complex practices and interventions, students need to locate the various streams of influence within the literature in which specific practices have been shaped.

Literature from various areas of educational practices needs to be publicly available in some form for practitioners to review the history of adoption, the changes of practice over time, the data supporting the practice, and the effect on students, teachers, and administrators. Beginning with a survey of the literature of educational research on the problems of practice, educators need to consider the quality of outlets in which the problem of practice is
disseminated. Considerations need to be made that span a wide range of expertise used in vindicating practices, from specific journals that specialize in this process (e.g. Review of Educational Research) to public forums with no vindication whatsoever (e.g. the page ranking system of Google®). In the end, an empirical basis of change must be embraced. All available information is not equally strong, robust, or relevant. It is important for the literature supporting a problem of practice be situated in prior research, and that this literature be analyzed for quality.

Chapter 2 – Methodology
The second chapter must present a description of the independent variable or practice, the type of data to be collected, and the research design for conducting the study. The intervention should be descriptive in practice and analytical in assumptions. Data considerations should include both what information is to be collected and how it is to be analyzed for its technical quality. The research design should clearly articulate operational strategies used for collecting all information that documents (describes) the intervention and articulates the data.

Primary data need to be collected and presented but they may include extant data or pilot data (whether of implementation of a specific practice or documentation of its effects). Students may be interested in working on a problem of practice that is part of their current work and the data they have available is limited but practically important. These data may not be definitive in resolving the problem but are primary in current use. Students need to consider the conditions under which data are collected, the scales upon which they are based, and the manner in which data are rendered. When using extant or pilot data, the dissertation should voice limitations and suggest more technically adequate practices and measures. Issues need to be presented both in understanding the limitations and proposing better alternatives. Students should base their analyses on straightforward techniques for presenting and analyzing data that avoid complex statistical procedures but, nevertheless, provide an effective reduction for displaying patterns and supporting conclusions.

Research procedures are often difficult to control in the environments in which D.Ed. students work. When conducting experimental or quasi-experimental research studies, variables are controlled explicitly (directly manipulated or systematically blocked) to eliminate confounding influences or multiple explanations. Outcomes from this type of research may provide conclusions that are more constrained but also more clear. In the D.Ed. program, students are likely to study problems of practice that fail to have such clear manipulations but then they need to address the various threats to the validity of conclusions. The dissertation then becomes situated with students needing to describe and explain threats to internal validity (explanations of cause–effect relations) and consider the limited external validity of their study, by constraining interpretations to specific populations and procedures. NOTE: Students must use one of the following research methodologies: (a) action research, (b) survey methodologies, (c) case studies (interviews, focus groups, and observations), (d) policy analyses, and (e) program evaluation (non-experimental methodologies).

Chapter 3 – Results
This chapter communicates all outcomes in text, tables, and graphs. The chapter needs to provide an objective analysis of data and present findings only (without interpretation).
Outcomes in a field of study or problem of practice need to incorporate various representations of data. Tables and graphic displays of data will be used to help the student communicate complex relations and patterns. Although the written word (and technical argument) is still primary, dissertations need to include multiple displays of data to represent analyses of the problem of practice. These representations need to enhance and supplement understanding and lead to clear conclusions. The text, tables, and graphs of all outcomes (documents and presentations) must follow guidelines of professional organizations (e.g. APA), be clear and succinct, and be structured to form a technical argument.

Chapter 4 – Conclusions and Defense
In the Conclusion / Defense section, problems are noted that arose during the study and then the findings are interpreted and qualified (relative to the literature analysis) with implications highlighted for educational leadership.

Conclusions and recommendations need to be made, even without clarity of data (in consistency or quality). Furthermore, local, state, and federal educational agencies cannot provide sufficient regulatory authority for adopting (or avoiding) certain practices. Nevertheless, adoption should be based on data that are more compelling than popular appeal and more substantive than procedural compliance. In the end, problems of practice often provide a unique application that reflects a logical rationale reflecting values of stakeholders and perspectives of satisfying the needs of many, in addition to the data that support the practice. Therefore, it is likely that criteria for adoption of practices need to be considered that go beyond empirical support. Although the high bar of empiricism may serve as a useful heuristic, it often is eclipsed in the hurried rush to judgment that must be made under realities of limited available time and resources. Students should consider criteria for adoption of practices (e.g., see What Works Clearinghouse as a model for making judgments on practice). Students also then need to consider the unintended consequences (both positive and negative) that come to bear when practices are adopted and implicitly serve as the catalyst for (future) problems.

Oral Defense
Oral defense of a dissertation is the final component of the degree, in which the student presents their dissertation to the committee. In the defense, the student describes a problem of practice by clarifying independent variables (the practice itself), justifies the practice in the context of the professional literature (of varying quality), utilizes various dependent variables to document outcomes and display results, organizes and operationalizes a research design to study the practice, and comes to conclusions by considering explicit criteria and perspectives of various stakeholders. The defense should be appropriate to the problem, reflect the capabilities of the student (given the courses that are taken), and be presented to an audience for whom the problem of practice is relevant. Outside members should be present to hear the arguments and provide input into the judgment.

At least one term before students intend to hold their Final Oral Defense and graduate, they need to:
o Review their unofficial transcript to ensure they have met all residency and full-time requirements, and check for any unresolved incompletes (except EDLD 603 Dissertation)

o Update their Planned Program to ensure that the contents of both documents exactly match and that all requirements will have been met before defending

o Check the Graduate School’s Calendar of Deadlines (http://gradschool.uoregon.edu/deadlines-doctoral) to establish the deadlines for the final milestone tasks, including the last possible date for possible defense in the coming term.

Students use this date to then:
  o Communicate with their committee about possible dates for the defense
  o Research availability for a meeting room in which to hold the defense (see suggestions and contact information on the department website: http://education.uoregon.edu/field.htm?id=78)
  o Make reservations for the room, and communicate the date and time to all committee members

o Students return to the Graduate School’s Calendar of Deadlines and submit the following applications by the given deadlines:
  o Application for Degree (graduation)
  o Application for Final Oral Defense

In response to the Application for Final Oral Defense, the Graduate School sends an officially email to each committee member asking him or her to confirm their planned attendance.

- After ALL members have logged into GradWeb and confirmed their attendance, an automatic email enables the department to generate an approval of the Application for Final Oral Defense (this form must be signed by the Department Head).

- When this is signed, a copy of this form is placed in the student’s file, an email is sent to the student, notifying them that and the original is now available to them for their required submission with their final abstracts to the Graduate School. They can either pick this document up personally, or have the department mail it to them, at their own risk of delivery and timeliness of the postal service.

This step must be completed in time for the student to deliver it, along with the final abstracts to the Graduate School, AT LEAST 3 WEEKS BEFORE THE FINAL ORAL DEFENSE.

We recommend that students use this remaining 3-week timeframe time to
  o Order their regalia for spring graduation, using the instructions on the College of Education website, at: education.uoregon.edu
  o Submit the final copy of the final signed planned program and transcript to the department’s Student Services Coordinator
  o Confirm reservations for their meeting room, and equipment they have ordered
  o Remind committee members and guests of the time, date, and location (including directions and parking information)

A few days before the defense, the Graduate School sends a Certificate of Completion form to the Committee Chair with instructions to bring it to the Final Oral Defense meeting. At the conclusion of the defense, the committee meets privately to discuss the results, and uses this
form for each committee member to confirm by signature whether or not s/he agrees that the defense was successful. If all committee members agree and sign off, the Chair delivers this form to the department’s Student Services Coordinator so that s/he can insert a copy into the student’s file, and send the original to the Graduate School.

**Completion**

Students submit any required final revisions of their dissertation to the Graduate School by uploading them via the internet, using the instructions and deadlines listed on the [Graduate School’s Calendar of Deadlines](http://education.uoregon.edu).

**Graduation and Commencement**

The schedule and instructions for participating in University and/or College of Education Commencement Exercises are posted during spring term on the College of Education’s website, at: [http://education.uoregon.edu](http://education.uoregon.edu).